

WOODLAND ELEMENTARY

1730 Gibb Shoals Road
Greer, SC 29650

GRADES K-5 Elementary School

ENROLLMENT 728 Students

PRINCIPAL Wanda G. Mote 864-848-2344

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
21	8	0	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

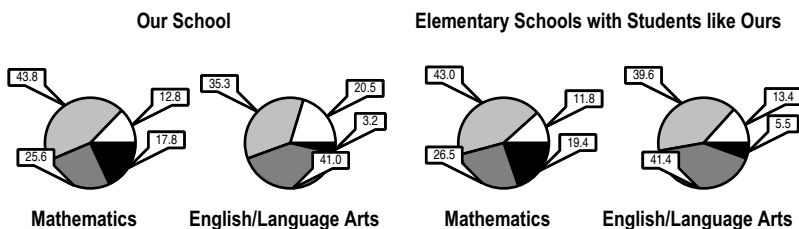
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Good	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	43	74	61
Percent satisfied with learning environment	93.0%	94.6%	88.1%
Percent satisfied with social and physical environment	97.7%	97.3%	62.3%
Percent satisfied with home-school relations	95.3%	94.6%	83.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	358	98.9	20.5	35.3	41.0	3.2	44.2	17.6
Gender								
Male	181	97.8	25.6	33.8	37.5	3.1	40.6	17.6
Female	177	100.0	15.3	36.9	44.6	3.2	47.8	17.6
Racial/Ethnic Group								
White	270	99.6	12.9	37.9	45.2	4.0	49.2	17.6
African-American	60	96.7	60.0	24.4	15.6	N/A	15.6	17.6
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	18	94.4	31.3	18.8	50.0	N/A	50.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	286	99.7	15.2	34.4	46.9	3.5	50.4	17.6
Disabled	72	95.8	42.6	39.3	16.4	1.6	18.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	358	98.9	20.5	35.3	41.0	3.2	44.2	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	357	98.9	20.3	35.4	41.1	3.2	44.3	17.6
Socio-Economic Status								
Subsidized meals	92	96.7	50.0	31.4	17.1	1.4	18.6	17.6
Full-pay meals	266	99.6	12.1	36.4	47.8	3.6	51.4	17.6

Mathematics								
All students	358	100.0	12.8	43.8	25.6	17.8	43.4	15.5
Gender								
Male	181	100.0	14.1	44.8	24.5	16.6	41.1	15.5
Female	177	100.0	11.5	42.7	26.8	19.1	45.9	15.5
Racial/Ethnic Group								
White	270	100.0	6.4	44.2	28.5	20.9	49.4	15.5
African-American	60	100.0	45.7	41.3	8.7	4.3	13.0	15.5
Asian/Pacific Islander	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	18	100.0	23.5	47.1	23.5	5.9	29.4	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	286	100.0	8.9	40.9	29.2	21.0	50.2	15.5
Disabled	72	100.0	28.6	55.6	11.1	4.8	15.9	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	358	100.0	12.8	43.8	25.6	17.8	43.4	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	357	100.0	12.9	43.6	25.7	17.9	43.6	15.5
Socio-Economic Status								
Subsidized meals	92	100.0	36.1	45.8	9.7	8.3	18.1	15.5
Full-pay meals	266	100.0	6.0	43.1	30.2	20.6	50.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	60	N/A	23.7	30.5	42.4	3.4	45.8
	Grade 4	52	N/A	17.6	56.9	25.5	N/A	25.5
	Grade 5	52	N/A	17.3	55.8	26.9	N/A	26.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	143	97.9	14.6	26.8	51.2	7.3	58.5
	Grade 4	132	100.0	23.6	39.0	36.6	0.8	37.4
	Grade 5	83	98.8	25.4	43.7	31.0	N/A	31.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	60	N/A	42.4	44.1	10.2	3.4	13.6
	Grade 4	52	N/A	17.6	56.9	15.7	9.8	25.5
	Grade 5	52	N/A	32.7	42.3	15.4	9.6	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	143	100.0	11.2	47.2	24.8	16.8	41.6
	Grade 4	132	100.0	13.0	35.8	26.0	25.2	51.2
	Grade 5	83	100.0	15.3	51.4	26.4	6.9	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 728)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.2%	Down from 7.4%	1.9%	2.4%
Attendance rate	96.8%	Up from 96.7%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	24.2%	Up from 14.0%	30.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Down from 10.3%	6.5%	8.0%
Older than usual for grade	0.4%	Down from 1.1%	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	50.0%	Down from 52.0%	55.6%	50.0%
Continuing contract teachers	78.6%	Down from 88.0%	85.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.4%	Up from 79.1%	87.8%	86.2%
Teacher attendance rate	99.0%	Up from 98.3%	95.7%	95.3%
Average teacher salary	\$40,937	Down 1.5%	\$41,582	\$39,909
Prof. development days/teacher	8.0 days	Down from 12.1 days	10.8 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio	19.2 to 1	Down from 21.8 to 1	20.5 to 1	18.9 to 1
Prime instructional time	95.2%	Up from 93.6%	91.2%	89.7%
Dollars spent per pupil*	\$5,058	Down 8.0%	\$5,801	\$5,892
Percent spent on teacher salaries*	67.0%	Down from 67.8%	67.2%	66.6%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.0%	Up from 98.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The "new" Woodland Elementary School proudly opened its doors for the first time in the fall of 2002. Students from three schools had successfully combined to form a new school of 750 children from a variety of communities. A dedicated staff, committed parents, an optimistic community, and 750 eager students were ready to begin a new journey. We all celebrated the new beginning and began the work, in earnest, to create a recognized school of excellence.

Along with parents and community members, our faculty carefully examined the 2001-2002 standardized test data to identify strengths and weaknesses within our instructional program. A variety of surveys were also used to measure perceptions of our school's effectiveness. The test data revealed strong gains in the areas of ELA and writing but indicated some weaknesses in the area of math. As a result, our staff generated schoolwide goals and a yearlong after-school tutorial program was offered for identified 3rd, 4th, and 5th grade students scoring below basic or who had not made significant progress in math. Additionally, the school's instructional coach worked closely with classroom teachers providing additional resources, instructional assistance, and monitoring student progress. Parent volunteers and peer tutors were also utilized to provide added assistance. Where needed, students were recommended for the A-Team referral process which screens students for a possible disability that can adversely affect his or her learning. Increased parent involvement and assistance was encouraged to help raise the achievement levels of all our students.

We were thrilled to learn last fall that the 2001-2002 PACT data further revealed that our students had made gains significant enough to be awarded the state Palmetto Silver Award for student achievement. We are proud of that recognition and look forward to continued growth in student achievement each year in all areas at every grade level.

With continued support from our parents and community and a commitment from each student to make learning a priority, the future for Woodland Elementary is very bright. We look forward to all that lies ahead and believe that we are "coming together and moving forward to continue a tradition of excellence."

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.